

Montana Schools

Volume 23, No. 3

Office of Public Instruction

Georgia Rice, Superintendent

November 1979

The MINE: Precious information for educators

"Teachers, how do you know that your methods and materials are the best they can be?" That question is forever on the mind of personnel for Montana Instructional Information for Educators (MINE). Formerly "Project Exchange," the MINE is an information retrieval system operated by the Office of Public Instruction for Montana's educators.

This year, school districts may participate in a MINE subscription plan, which offers information searches to educators for as little as \$10 a search. "And that's a bargain," said Wayne Pyron, consultant for MINE. A cost analysis two years ago showed the average price per search at \$25.

"Information and knowledge are doubling every seven years," Pyron said. "The question then is, how do professional people keep up with the knowledge in their fields?"

Although every state has laws requiring teachers to periodically return to college, such infrequent course work may no longer meet present demands, Pyron said. "At the time those laws were passed, you could go back once every five years and take six hours of credit and maintain some semblance of currency," Pyron said. Fortunately, help is available with the application of computers in information science.

What's In the MINE. The MINE's largest supply of information comes from the Educational Resources Information Center (ERIC), a federal computer index of articles from over 800 education journals and 350,000 other documents. The Office subscribes to many of the journals indexed by ERIC, and stores all of ERIC's documents on microfiche at the Office's Resource Center in Helena. (Copyright laws prevent the duplication of journal articles on to microfiche.) One 4" x 6" sheet of microfiche can hold up to 98 standard-sized pages of printed matter, so accommodating the great volume of documents is not difficult. ERIC's index contains

both a bibliographical citation and an abstract of each article and document it lists.

The Resource Center can summon ERIC at any time via direct telephone to the Lockheed Missiles and Space Company computers in Palo Alto, California, and other computer centers. Once summoned, ERIC appears on a computer terminal located in the Resource Center. Other sources of information for the MINE include the Montana State Library, national education clearinghouses, Research and Development Centers, Regional Educational Laboratories, other computer indexes and other Resource Center files. "We refer a request to as many information sources as appropriate," Pyron said.

Who uses the MINE. The MINE is used most frequently by teachers looking for instructional ideas. "To use one example, maybe I'm a third-grade teacher who's been teaching weather phenomena for umpteen years," Pyron said, "and this year I've got a group of kids that want to build a weather station." The MINE supplied that teacher with a packet on building weather stations.

At the other extreme, the MINE supplied one user with information on building an entire K-8 physical education curriculum. Whether a request is specific or general, "if it pertains to education, we will assist you in getting information," Pyron said.

All questions for the MINE are routed through "contact people" in subscribing school districts. MINE staff provide special training for contact people at no additional cost.

Earliest excavations. "Barely ten years ago computers began to be used to develop bibliographic data bases and to retrieve information," Pyron said, "and it's only been within the past five or six years that you've seen any widespread use of this." People at the National Institute of Education (NIE), which operates ERIC, understood what benefits education could enjoy through the new technology.

Six years ago, the NIE began to work with a number of states to develop a federally-funded program which would encourage the exploration of this technology's use in education. What resulted was the State Dissemination Grants Program. "Essentially they said, 'Here is the technology. It is here with us today. Here's what it can do,'" Pyron said.

The five-year grants were designed to allot decreasing amounts of money each year, encouraging the state programs to develop toward at least partial self-sufficiency.

"When we started out some four years ago, we essentially had three questions in mind," Pyron said.

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Top—
MINEworker Elizabeth Lee searches out the microfiche that the computer has identified to help a teacher. This catalog contains only a portion of the ERIC microfiche that the Resource Center has.

Bottom—
Wayne Pyron's fingers do the walking through ERIC's data bank for answers to a teacher's question. The process requires merging indexes of different, broad topics to find citations on a more specific topic.



From school courtyard to science classroom

Students developing a student project with student money is what makes the courtyard for environmental studies and observation at Riverside Junior High in Billings unique. But what makes it sensational, according to Riverside science teacher Charles Buck, is the commitment, time and materials that community members, parents, teachers and students have donated to make the outdoor classroom a success.



Top—YCC students spent two weeks last summer working on the Riverside Junior High courtyard. (photos by Jim Bayne). Bottom—Riverside teacher Charles Buck uses the courtyard's pond and waterfall to teach science to junior high students.



Once when student eyes wandered out the classroom window at Riverside, they saw a typical school courtyard—flat, grassy, covering an area 94'5" by 236'6". But, when students returned this fall, something else awaited them.

The courtyard was transformed—with a pond and four resident turtles, Sunfish, aquatic plants and teams of uninvited water bugs; a waterfall cascading down sandstone covered with lichens; an area contoured with high and low areas; paths intertwined throughout. And, the surprises of the courtyard awaiting each school year's students will continue over the next five to ten years.

This project did not come about by any other magic than student and teacher interest, community support and the dedication of these same people.

"The project grew out of student and teacher interest in environmental reclamation and preservation" Buck said, "and funding for it came through money accumulated by Riverside students through management of their school store and student council since 1963."

"The students decided this was how they wanted to spend their money," Buck said.

With help from science teachers and other school personnel, the students decided what their ideal outdoor classroom/courtyard would include, Buck said. When completed the courtyard would represent plant-communities characteristic of Montana. It would include a pond, a simulated marsh environment, a native grassland, an arid, desert-like area and a transitional area including varieties of shrubs and trees.

"We had big plans which I wasn't sure we would ever see fulfilled," Buck said. "Then one day when I was watching a large bird that had flown into the courtyard the way it was then, I thought 'why not.'"

Buck said plans called for development of the courtyard by planting a section or area each year for the next five to ten years. This will help many students appreciate nature's cycles involving living and non-living members of an environment. Topics of student involvement in the courtyard will include the study of soil types, climatic factors, water requirements and

vegetative characteristics desired for the ecosystem.

The students' plans and money went much further than school principal Jim Eschler said they ever imagined, when community members and parents became interested and started donating to the courtyard project.

"Complete landscape plans were prepared by Ted Wirtz Landscape Associates for a very minimal fee," Eschler said. A very generous portion of their time and knowledge was donated to the project.

Buck said that the Bureau of Land Management's Rimrock Youth Conservation Corps then volunteered to make the plans a reality last summer. The project was adopted as part of the YCC's "International Year of the Child" commitment.

Twenty-six YCC youth, some of them Riverside students, donated approximately \$300 in labor. "For two weeks YCC removed sod, built up areas designated as highs and created low areas to change the topography of a once flat grass-covered environment," Buck said. "The pond was excavated to a depth of five feet . . . 40 yards of sand and 120 yards of topsoil were wheeled in."

Without the YCC, Buck and Eschler concurred, this project for students and by students could never have been.

The natural landscape waterfall was built by a community member at a greatly reduced cost. "Even when he was finished with the waterfall," Buck said, "he kept coming back to work with the kids and bring in plants and fossils for the courtyard. It is a part of him . . . It is a part of all who get involved."

Commitments, time and energy are being donated by County Extension, Montana State University, Eastern Montana College and Department of Fish and Game personnel. Eschler said that "they are helping with everything from testing and treating the soil to hold the plant varieties to stocking the pond."

Even a complex sprinkling system—different areas will require varying amounts and methods of watering—will be done by the father of one of the students for the cost of the system.

"When talking about the project with community members and parents," Buck said, "it is hard to get away from them . . . They all want to help, to donate something."

"Kids from other schools are stopping by, some of them brought by students and others on their own," Buck said. "They all want to get their hands dirty planting . . . It's a great opportunity for them to learn science."

Buck said that over the three years in junior high, these students will see a lot of change.

Eventually the area will have its own climate. According to Buck, it will be filled with plants native to Montana that will reproduce by themselves. There will be no maintenance. Sagebrush, cactus, juniper, bitterroot, evergreens, berry bushes, native flowers and perennial grasses will find their way to the Riverside Junior High courtyard. And eventually, students and school personnel envision chipmunks, flying squirrels and small rodents that can survive on the vegetation.

"The biggest drawback to this project," Buck said, "is holding back the desire to do it all now instead of letting the students do the work over the next ten years."



Scholarships and grants

Montana public school teachers with one year of classroom experience are eligible to apply for six \$300 summer school **SCHOLARSHIPS** to be awarded by the Scottish Rite Foundation of Montana. The filing date deadline for the 1980 summer school scholarships is Apr. 10, 1980. Application forms and information are available by writing the Scottish Rite Scholarship Committee, Box 4879, Helena 59601.

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Health and PE teachers are encouraged to apply for grants available under the **Career Education Incentive Act**. Grants are available in four categories which include instilling career education concepts and approaches within existing curriculum and the adoption of successful career education projects. Contact Pat Feeley (449-3693) for more information. Application filing date is Nov. 16, 1979.

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The State of Montana will fund 15 students, grades 10-12, and two teachers for the **Intermountain Junior Science and Humanities Symposium** at the University of Utah, Mar. 19-22, 1980. Additional students and teachers who wish to attend may do so with permission from the director of the Symposium. However, additional people will have to fund their own expenses.

Student nomination forms and additional information are available from Bob Gibson, Science and Math consultant, Office of Public Instruction, Helena 59601; toll-free 1-800-332-3402. Nomination forms must be returned to the Office of Public Instruction no later than Dec. 5, 1979.

The MINE:

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1. Could we develop the technology and the expertise to provide a comprehensive, dependable professional education information service?
2. If we could do it, would the educators who use it find it useful and valuable?
3. If the answers to the first two questions are "yes," would districts be willing to chip in and help pay for at least part of the service?

Pyron is convinced that after four years of MINE's operation, the answers to the first two questions are indeed "yes." Therefore, MINE is now offered on a statewide basis to districts that wish to subscribe.

The new subscription plan. If a district subscribes to two searches per certified staff member per year, the cost per search is \$10. If a district subscribes to the equivalent of one half search per certified staff member per year, the cost is \$20.

"First of all, we know that—up to a point—the greater our volume, the lower our unit cost," Pyron said. "Second, if it is desirable for districts to make information available to their staffs, we ought to be building in every incentive—including financial incentives—to encourage them to do that." Between those two cost extremes, a sliding scale is applied. The subscription plan is now in its first year of operation. Non-subscribers pay \$35 a search.

Charges help defray the costs of MINE's operations. A typical MINE information package contains photocopies of journal articles, abstracts of ERIC documents, bibliographies, ERIC microfiche and the names of human resources. As for providing workshops, "we act as a broker," Pyron said. A visit could result from a question, although visits are handled by the appropriate Office consultants.

The Montana lode. In the original plans for MINE, a "promising practices" and "teacher-developed materials" file was mentioned, which was to contain documents on successful teaching aids and practices around Montana. Those documents make up the "Montana file" which contains three types of resources: documents produced by schools (curriculum guides, lesson plans); information on programs and practices in Montana schools; and human resources (people and organizations). "There's no systematic way to identify and share those things among the schools now," Pyron said.

The MINE frequently receives calls from people wanting to solve specific teaching problems with personal assistance. "There are a great many human resources we ought to be using," Pyron said. While some communities have certainly been using their human resources, no statewide system exists.

Documents for the "Montana file" are being collected and copied onto microfiche. "We're not going to print curriculum guides and booklets: the cost would be prohibitive," Pyron said. "Again, this is what technology can do for us now—to do things more economically than ever before possible."

The "Montana file" will be indexed on computer. "Whenever you have a question, shoot it right through us and —zap—we can provide you the full scoop," said Pyron.

Start MINEing. Soon, brochures and mailing cards will be sent to all school administrators and librarians in Montana—at both public and private schools—to offer subscriptions to the MINE. For information, contact Wayne Pyron, MINE consultant, Office of Public Instruction, State Capitol, Helena 59601; toll-free 1-800-332-3402.



Eating the Montana student's way

What would you think of a meal consisting of a hamburger, milkshake and fresh fruit? If you were a 7th, 8th or 11th-grade Montana student, you would be on top of the world.

What would you think of a meal of fish, whole wheat bread, cauliflower and low fat milk? If you were a kindergarten or first-grade student in Montana, you would have grounds for protest.

Recently, 7,000 students in Montana—grades kindergarten, 1, 3, 4, 7, 8, and 11—were surveyed by the Superintendent of Public Instruction to find out what children prefer to eat, their attitudes toward foods and their eating habits.

"The survey was conducted to be used by various state agencies in planning programs relative to nutrition for school-age children," according to Ann Ferguson, nutrition education consultant for the Office of Public Instruction. "The results will be disseminated to managers/cooks and administrators so menus for school lunches will reflect student preferences whenever possible."

In addition, Ferguson noted that with the many vending machines in schools, it might be possible to stock them with more nutritious foods in accordance with student preferences.

Twenty-eight foods were rated by these students. The top three food choices for the different age groups were:

K and 1	3 and 4	7 and 8	11
Milkshake	Milkshake	Hamburger	Fresh fruit
Fresh fruit	Fresh fruit	Milkshake	Hamburger
Pop	Pop	Fresh fruit	Milkshake

Peas, cauliflower, coffee and skim or low fat milk were the last choices on every list for every age group. Fish, green beans and whole wheat bread were favored over cauliflower, but not much more enthusiastically. And that all-American standby, peanut butter, fell in the middle of the list for kindergarten through 8th graders and close to the bottom for 11th graders.

Why do children eat what they do? According to those surveyed,

parents and family members were the major influence. Friends and television had a less pronounced influence. Yet, the influence of teachers, with the exception of coaches, appeared to be a minimal factor in determining what students eat. The cost of foods was a consideration for the older student's food choices.

When asked about school lunch preferences, all students named sandwiches, soup and chili as their favorites. The 11th graders preferred salads over soups. And those casseroles may as well stay in the cafeteria oven according to preferences of all students.

Fried foods fared well among 7th, 8th and 11th graders, but poorly among younger students.

And "junk foods" received a blow in popularity when all age groups—with a little less enthusiasm from the elementary students—indicated a preference for nutritious foods, with at least the same frequency, Ferguson said.

Parents, teachers and nutritionists are often concerned about student eating habits, Ferguson said—not only if students eat a balanced diet, but when they eat, how much and how often they eat.

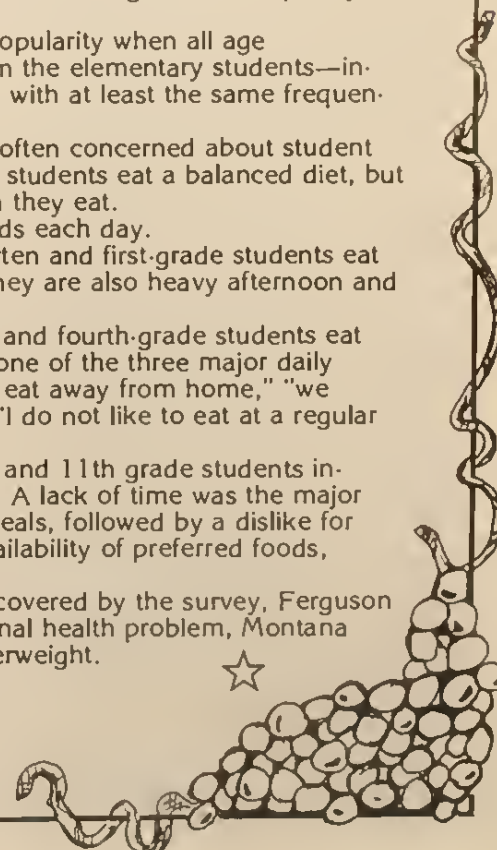
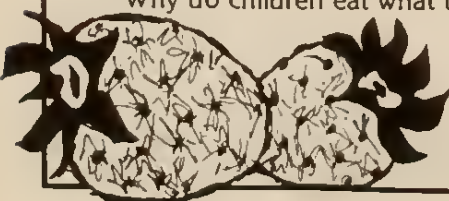
All students averaged five eating periods each day.

More than 95 percent of the kindergarten and first-grade students eat breakfast, lunch and supper regularly. They are also heavy afternoon and evening snackers.

Approximately 50 percent of the third and fourth-grade students eat throughout the day; but when they skip one of the three major daily meals, it's because "it costs too much to eat away from home," "we usually do not have the food I like" and "I do not like to eat at a regular time."

Only about 25 percent of the 7th, 8th and 11th grade students indicated that they eat throughout the day. A lack of time was the major reason given by this group for missing meals, followed by a dislike for eating at regular times, dieting and unavailability of preferred foods, Ferguson said.

One very important fact which was uncovered by the survey, Ferguson said, was that while overweight is a national health problem, Montana students in this survey tended to be underweight.



PRIME TIME



Special Education

Monitoring for 1979-80

So that local and state-operated special education programs comply with federal rules and regulations, Public Law 94-142 (section 121a.601) requires the State to monitor all programs. If programs are not complying, the Special Education Unit in the Office of Public Instruction must see that corrective actions are taken to afford every child a free and appropriate education.

The law requires that every special education program in the state be monitored at least once every three years. Currently, almost 400 school districts are budgeted by the State for special education programs. The remaining districts either provide services through cooperative agreements, or have no handicapped students at this time.

During the 1978-79 school year, 88 local programs were visited as part of the on-site review process. The Special Education Unit tried to select districts that represented a variety of district sizes and geographical locations. Over all, the results of the reviews were positive: dedicated special educators were providing quality services to handicapped children. The areas of greatest concern were (1) the amount of paperwork involved in documenting due-process protections, (2) providing comprehensive services to severely handicapped children in rural areas, (3) selective shortages of professional personnel, and (4) an apparently high "burn-out rate" among special education staff.

As a result of these findings, the Special Education Unit is attempting this year to provide more technical assistance to districts, via follow-up visits, workshops and policy clarification. Although this may cut down the number of visitations to new districts this year, we feel that more time for technical assistance is justified. Many districts appear to be maintaining more records than are actually necessary. Therefore, a brief series of special education forms has been developed and will be sent out as guidelines to all special education programs.

Also, the Unit is considering publishing a "Special Education Procedures Manual," which will attempt to clarify the legal and procedural requirements for operating programs.

School districts to be monitored this year will be notified at least two weeks prior to the visit. A typical monitoring visit includes (1) a brief overview of the local program with the local administration; (2) interviews with administrators, all special education staff,

selected regular education staff and parents of children being served; (3) classroom visits; and (4) a thorough inspection of special education records.

At the conclusion of the visit, an exit interview is held to discuss findings, to make recommendations, to address technical assistance needs and to establish time lines for corrective actions. A written report will be sent to the local school district within 30 days of the monitoring visits.

Follow-up visits or other technical assistance will be provided the district as needed to ensure full compliance and quality programs. Questions regarding the monitoring process should be directed to Dal Curry, Special Education Unit, Office of Public Instruction, Helena 59601; telephone 449-5660 or toll-free 1-800-332-3402.

—Dal Curry
Special Education Consultant

MATH & SCIENCE

The following information on the National Science Talent Search was submitted by N. L. Anderson, Director, Montana Science Talent Search.

For the past 38 years, the national Science Talent Search has been sponsored by the Westinghouse Electric Corporation and administered by Science Service, a Washington, D.C. based nonprofit institution established in 1921 to promote the public understanding of science. Montana has participated in this venture for 33 years under the sponsorship of Montana State University.

The objectives of the Science Talent Search are:

1. To discover, with essential educational cooperation, the youth of America whose scientific and engineering skill, talent and ability indicate potential creative originality.

2. To foster the education of these selected potential scientists and engineers directly through scholarships and by making recommendations to universities and colleges for scholarships.

3. To focus the attention of large numbers of American youth upon the need for perfecting scientific and research skill and knowledge so that they can increase their capacities for contributing to a better and stronger America and the world.

4. To help the American public become aware of the varied and vital role science and engineering play in our civilization.

Any boy or girl who is in the last year of secondary school (public, private, parochial) in the United States and Puerto Rico and who has not competed in any previous Science Talent Search is eligible to enter this competition. There are no age limits, and a completed entry in the national competition is automatically placed in the Montana Science Talent Search. Entries compete nationally for 40 all-expense paid trips to Washington, D.C. and a chance to share nearly \$90,000 in Westinghouse scholarships and awards. In addition, Montana entries compete for trips to Montana State University for High School Week and scholarships to M.S.U. Yet the top reward for all who complete an entry is perhaps the sense of accomplishment that comes from finishing a hard assignment.

High schools in Montana receive a brochure just prior to the Fall term, which announces the particulars relating to the current Science Talent Search. Announcements indicate that all entries must reach the offices of Science Service by no later than midnight December 15. In order to meet such a deadline, students should begin their research prior to their senior year, and should be urged to look toward the Science Talent Search competition as early as their sophomore year.

In the past, the entry deadline for the national Science Talent Search also has been the Montana deadline. The deadline for entries in the 34th Montana Science Talent Search competition will be extended to March 1, 1980. The entry forms will remain the same and be available from Science Service. It is hoped, however, that this deadline extension will encourage more Montana students to complete their entries and become part of the Montana competition even though they may miss the national competition.

For further information contact N.L. Anderson, Dept. of Biology, Montana State University, Bozeman 59717; or call Bob Gibson, Science/Math Consultant, toll-free 1-800-332-3402.

New Films Available From Film Library.

Check your State Film Catalog for descriptions of films and how to order.

No. 8916 *Life of the Sockeye Salmon* - 1978, 7-12 A, Color, 25 min.

No. 8954 *Artimus and Old Laces—Long Multiplication* - 1979, 3-6 A, Color, 13 min.

No. 8956 *Magic Rectangle, The—Short Multiplication* - 1979, 3-6 A, Color, 11 min.

No. 8958 *Ghost of Captain Peal—Linear Measurement* - 1979, 4-8 A, Color, 11 min.

No. 8960 *Learning About Cells* - 1979, 7-10 A, Color, 16 min.

No. 8965 *Volcanoes: Exploring the Restless Earth* - 1979, 6-10 A, Color, 18 min.

No. 8967 *Untola—Addition with Carrying* - 1979, 2-4 A, Color, 9 min.

No. 8968 *Caretaker's Dilemma, The—Place Value* - 1979, 2-6 A, Color, 10 min.

Free or Inexpensive Materials.

To receive copies of the following free or inexpensive materials, contact Bob Gibson unless otherwise noted.

Math:

1. *An Education Guide to Teaching Metrics*, 1964, Sears Educator Resource Series.

2. *The Metric System: A Bibliography of Instructional Materials*, 1975, Rev., 31 pp.

3. *Kindergarten Math Guide*, cosponsored by the Montana Council of Mathematics and the Office of Public Instruction, 4 pp.

4. *Recommendations for Improving the Mathematics Program*. The Montana Council of Teachers of Mathematics, 4 pp.

5. *Resources for Teaching Mathematics in Bilingual Classrooms*, \$1.95 from SMEAC, Information Reference Center, 1200 Chambers Rd., Rm 310, Columbus, OH 43212.

Science:

1. *A Bibliography of Free and Inexpensive Energy Materials*. People and Energy Project, Washington, D.C., 8 pp.

2. *Montana Renewable Energy Handbook*, 1977, Montana Energy Office, 36 pp.

3. *A Science Program on a Budget*, 1975, 62 pp.

Join the Montana Council of Teachers of Mathematics.

Send your name and address to Cynthia Baumann, Membership Chairperson, 1118 West Water Street, Lewistown 59457. \$6.00 regular, \$2.00 student, no charge—retired.

—Bob Gibson
Math/Science Consultant

Health & Physical Education



Awareness of the benefits of a quality physical education is growing among teachers, administrators and parents. This article, reprinted in part from *Instructor*, tells about some of the changes that have taken place in physical education during the past several years and what all teachers can do to make their physical education programs fun, exciting and instructive.

The New P.E.

It has kids jogging, skiing, bowling, dancing . . . moving to be physically literate

by Betty Flinchum

• Students at the Dodgen Middle School in Marietta, Georgia, belong to a "Jog Around the World Club" logging over 25,000 miles in a year.

• An entire elementary school in Scarborough, Ontario, works out at the same time every day for 12 minutes, as contemporary music is played over the loudspeaker system.

• Third through sixth graders at the Reisterslow Elementary School in Baltimore, Maryland, take courses in bicycling, bowling, golf, and swimming—with their parents.

These are all examples of what's become known as "the new PE"—physical education that concentrates on getting kids moving and feeling free and fit while developing leisure-time skills they will be able to use their entire lives. Based on the movement education philosophy, more and more schools are adapting it to the new national fitness push.

Whether you're a specialized physical education instructor or general classroom teacher, you can devise a program that not only promotes physical literacy for your students but gets you in shape, too!

What exactly is the new PE? It is child-centered rather than subject-centered; individualized rather than competitive; integrated

rather than isolated; problem solving rather than game and drill oriented, involving all children rather than a few star athletes. Integrated with all subjects or used as an end in itself, it includes jogging, tennis, golf, bowling—activities as simple as a stretch or as complex as interpreting jazz music.

Why do kids need the new PE? Each day kids exercise they improve their coordination and help their growing bodies adjust to changes in weight and stature. Studies have proven that by exercising every day, kids lengthen and increase the quality of their lives, cut down their long-term health care costs, provide a vehicle for stress reduction, and expose themselves to sports they can enjoy in the future. The latter is particularly important since it's expected that children today will have much leisure time as adults. But more than that, the new PE makes kids feel good about themselves and more able to tune into their schoolwork.

Who should get involved in the new PE? Everybody. The new PE is not based on competition where a child may get a chance to kick a ball once during a game. Since it develops individualized skills, there is no need to segregate activities by sex or ability, and many of the activities are apropos to children with handicaps. Every child can learn to participate in the new PE at his own rate, according to his own ability.

What about you? Do you have an urge to be active, too? Is your lifestyle sedentary? Are you overweight? Always tired? Have you lost the vitality to cope with the demands of a teaching day? Are you forever "catching colds" and influenza? Are you exhausted when the school day ends? If you've answered yes to any of these questions, look at what you can do to participate with your kids in becoming physically literate.

How do you start? Forget everything you know about the traditional, game-centered physical education. A program which offers games in a loud, chaotic, competitively exclusive atmosphere is **not** the new PE. Today's PE is individualized and self-paced in a quiet productive classroom learning environment.

Managing the new PE is somewhat different from the traditional program where lines, circles, drills, and game formations are used. In the new PE **spaces, stations, and learning centers** are basic to the self-directed activities. For example, some activities require that children go to an area of a room and find a **personal space** where they are free to move.

Stations are used for group formations. Here children practice skills, read printed directions for various activities, and perform a task. Stations promote locomotor skills as well as speed. For example,

1. Divide the class into small groups with no more than four in each one.
2. Assign them one of several stations where they may find directions for an activity. In three to five minutes time, they might do basic movements of walking, hopping, sliding, running—first in their own space then together in a general space.
3. When finished they move to another station with different activities.

Learning centers—not to be confused with stations—may already be established in your class for the study of the human body or metric system, for example. Integrate PE activities as part of an overall study in another area. For example, a math game may be incorporated into the new PE.

What is the scope and sequence? Primary youngsters should concentrate on building body skills first. Upper-grade students continue individualized exercises but make greater use of classroom stations and learning centers. Students first learn basic movement concepts and then move on to advanced fitness activities. For example, learning to balance is a prerequisite to gymnastics, basic dance steps necessary for modern dance, water play a prelude to learning to dive. Students who have started basic movement exercises in kindergarten will develop complex skills by fourth or fifth grade.

What equipment do you need? You need not spend a great deal of money for equipment. Many of the materials can be made. The one requirement is that there be ample equipment for all children according to their age levels. Children should not be expected to share materials. Acquiring a physical skill needs a great deal of practice. In the new PE, a child may toss, catch, or

kick a ball dozens of times. All these encounters help him acquire a skill, coordinate body parts, track a moving object, gain confidence.

This is a major difference from the old PE. Constant contact with equipment increases the heart rate. Children improve their own skills more by using their own equipment for 30 minutes at a time than when 35 children, divided into two teams, use only one.

What should the new PE curriculum include? Activities that begin with basic movement skills to develop body management, then complex concepts, and ultimately competence in lifetime sports—gymnastics, dance, aquatic skills, golf, skiing and so on.

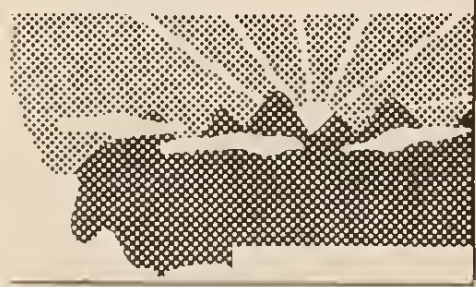
The article continues and discusses five main activity areas for total development.

1. Basic movement
2. Perceptual motor skills
3. Creative skills
4. Complex sport-related skills
5. Basic physical competence

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—Spencer Sartorius
Health/Physical Education
Consultant

Montana VIEW



The Montana VIEW (Vital Information for Education and Work) program is a career information service which assists students in determining their future educational and occupational goals. Information on over 350 jobs is provided on aperture cards called VIEWscripts, which contain:

- brief statements about the career
- requirements and qualifications—personal traits, aptitudes and physical abilities
- preparation and training necessary
- prospects and opportunities
- detailed information on each occupation
- salary information, working hours and fringe benefits
- sources of additional information and
- related careers

The material is easy to read and can be used independently by students. These factors make the system attractive to students who need career information. These inexpensive and up-to-date career reference materials can be useful whether working with students individually or in groups.

Employment opportunities in Montana are constantly changing as are the skills, knowledge and training required for certain jobs. People of both sexes and all racial and ethnic backgrounds are beginning to choose occupations

with less regard for sex stereotypes and more concern for their personal aspirations and abilities.

These factors highlight the need for a systematic approach to maintain a current bank of occupational and educational information (Montana VIEW). Materials are continuously updated by interviewing people employed in different occupations, labor unions and agencies. New VIEWscripts are always being developed and added to the VIEW deck.

VIEW materials are provided upon request to public and private secondary schools, postsecondary schools, adult education classes, job placement centers at the state prison, adult probation and parole officers, the Social and Rehabilitation Services learning center, and any other educational program that needs them. VIEW materials are free of charge, with the stipulation that the user must furnish the necessary microfiche reading equipment.

Original VIEW materials were written with reference to gender and other characteristics as preferred by some occupations. All VIEW materials are being edited to eliminate sex bias and stereotyping.

A new index of VIEW materials is being prepared for distribution. This index will give the nine-digit U.S. Office of Education code. Information on apprenticeship programs in Montana will also be provided during this school year.

Please check your VIEW decks for old cards which have not been destroyed as updates have been received.

—Montez Briggs
Montana VIEW Consultant



Imagination Ideas

One way for classroom teachers to meet the needs of the gifted child in the regular classroom is through a curriculum which fosters creative thinking, problem solving, inquiry and discovery. The following suggestions for creative thinking are adapted from **Applied Imagination** by Alex F. Osborn, Charles Scribner's Sons, New York.

1. Name all possible uses for the common brick.
2. You are left alone with a complete stranger. List six introductory topics of conversation which would be interesting yet not controversial.

3. Suggest a single word of your own coinage to describe each of the following: a supper made of left-overs, crumbs in a bed, a crowd pushing out onto a football field.

4. Write a classified ad offering for sale a pocket exercising kit, an untraceable poison, and a bed-making machine.

5. Name practical uses for each of the following combinations of objects: volleyball and steel springs; 13 empty pop bottles and 72 ounces of water; a stick and a hinge; a half-inch thick board that is three feet square.

6. Name five inventions which the world could use but which have not yet been invented.

7. List all the words, phrases and figures of speech (including slang) that you can think of which might be used instead of the word "absurd."

8. List at least three inventions which you believe would be most useful to the world.

9. Think of at least five things which today operate basically on the principle of the lever.

10. List all the ways atomic energy might be useful in a peaceful world.

11. Men's canes have gone out of style. What would you do to try to repopularize them?

12. Apply free-wheeling thinking to the problem of making a dining room table more useful. Write down the first ten ideas that occur to you, no matter how wild.

13. Suppose you were a manufacturer over-stocked with toothbrushes. For what uses (other than brushing teeth) might you try to market your surplus inventory?

14. Write six alternative headlines for the leading article in yesterday's newspaper.

15. Suggest at least three devices to wake people up in the morning, gently but firmly.

16. Which of the following would best lend itself to starting a fire: a fountain pen? an onion? a pocket watch? a light bulb? a bowling ball?

17. If you were in a power boat on the open sea and lost your rudder, how would you steer to port?

18. If you were a cartoonist, what objects (other than human) would you depict to denote autumn? greed? happiness? poverty?

19. Name six ways a bicycle might be used inside the home.

20. Suppose for one afternoon all inanimate objects could talk. What inanimate object do you think it would be most interesting to talk to? Why? List five questions you would ask it.

21. A new soda pop has been invented. It is blue, tastes like broccoli, has no fizz, and gives people who drink it the hiccups. Suppose you have been hired to advertise this product to get people to try it. What would you say?

22. List all ways that a bear and bird are alike. How are they different?

continued on page 6 . . .

PRIME TIME

Gifted & Talented

... continued from page 5

23. Other than mirrors and store detectives, think of several additional ways storeowners could protect themselves from thieves and shoplifters.

24. A manufacturer sent the wrong order to a store. They sent only the left tennis shoe of each pair. List ten ways that a consumer could use the left tennis shoe.

25. In checking your family tree you found you were a direct descendant of _____.

List five questions you would ask him.

Materials

Materials which provide activities and units specifically designed for gifted and talented children may be purchased from the following companies.

Good Apple Inc., Box 299, Carthage, IL 62321; Goodyear Publishing Co., P.O. Box 2113, Santa Monica, CA 90401; Philadelphia Humanistic Education Center, 8504 Germantown Ave., Philadelphia, PA 19118; Steck Vaughn Co., P.O. Box 2028, Austin, TX 78768; Thinking Caps, Box 7239, Phoenix, AZ 85001; Patton Pending, Inc., P.O. Box 1377, San Mateo, CA 94401; Incentive Publications, Box 12522, Nashville, TN 37212; LTI Publications, James F. Cowen, Ed.Ed., Ventura Co. Superintendent of Schools Office, County Office Bldg., Ventura, CA 93001; D.O.K. Publishers, Inc., 71 Radcliffe Road, Buffalo, NY 14214; SOI Institute, 214 Main St., El Segundo, CA 90425; Resources for the Gifted, 4131 N. 51st Place, Phoenix, AZ 85018; Olympics of the Mind, P.O. Box 27, Glassboro, NJ 08028; Nancy Pollette, 203 San Jose, O'Fallon, MO 63366; Primary Maneuvers for Gifted, 6509 Pomona Road, Boise, ID 83704; Educational Design Productions, 106 E. Palmcrock Drive, Tempe, AZ 85282.

For Your Information

To date, 26 Montana school districts have either started programs for gifted and talented students or are in the process of initiating such programs. These districts are Miles City, Missoula, Monforton, Polson, St. Ignatius, Sidney, Stevensville, Thompson Falls, Belgrade, Bigfork, Billings, Anaconda, Alberton, Butte, Colstrip, Glasgow, Great Falls, Havre, Helena, Kalispell, Lewistown, Libby, Conrad, Lolo, Wolf Point and Browning.

Conference

You may want to attend the CEC Convention (in-state conference) on Mar. 27-29, 1980, at the Heritage Inn in Great Falls.

For more information write Mr. Brad Nimmick, President Elect, Skyline Center, 3300 Third St. N.E., Great Falls 59404.

For more information on conferences, contact the Gifted and Talented Program toll-free 1-800-332-3402.

—Judl Fenton



Federal Update

The U.S. Office of Education has awarded 72 community education grants totaling \$3,186,535.00 for the 1979-80 school year. The two recipients in Montana are the Hays/Lodge Pole school district and the Office of Public Instruction. Rules and regulations for the new law (Title VIII, ESEA) should be signed in December. Application deadline will be in March (date to be announced). It is anticipated that \$1 million will be available to local school districts for 1980-81.

Coming Up This Year

OPI and the Center for Community Education will co-sponsor three regional one-day workshops in April. These in-depth workshops will focus on community education needs in the state as determined by a survey which will be conducted this fall.

On Dec. 14, Montana will host a "Workshop on Community Education for American Indians," to be held on the Bozeman campus.

OPI will help districts locate short-term inservice training for community education project staff and councils, and will help defray some of the training costs. Contact the Community Education Consultant for details.

In the spring, OPI will identify four model Montana community education programs and will assist in the development of disseminable descriptions of each program.

Gallup Poll Explores Public Awareness of Schools

The 11th Gallup-Kettering education poll indicates that information about schools is one of the two major areas of public concern. While the local newspaper is still considered the best single source of information about schools, 98 percent of the public schools' parents named word of mouth and personal involvement as the best sources of information. Better communication was cited as a vital element that would help parents, the community and the school to improve education.

Home Learning Recipes

"Take Homes," four packets of family activity to help parents work with children, kindergarten through grade three, are available at \$7.95 each from the Home and School Institute, Trinity College, Washington, D.C. 20017.

Resource Materials

Contact the Community Education Consultant for the following while they last:

Surplus School Space, the Problems and Possibilities; Community Involvement for Classroom Teachers; The How-To Series; Keys to Community Involvement Series; Community Education Role Guide Series; Financing Community Education; A Guide to Needs Assessment in Community Educa-

tion; Let's Open the Schools; and Community School Centers.

You Can Borrow:

A Handbook on Community Education (developed by the Montana Center for Community Education); **Sound Filmstrips on parent involvement** (Call for details.); **Outdoor Education: Community Studies Through Field Experiences; Overcoming Barriers to School Council Effectiveness; Patterns of Citizen Participation in Educational Decisionmaking.**

Ideas from Montana Community Education Programs

The Lockwood schools have launched a "community action" program. In addition to activities for children and adults, the schools will become the center for town hall meetings where residents can resolve community problems. Several local organizations, such as Red Cross, YM-CA, YWCA and the county Council on Aging, will offer activities and classes

through the community education program.

In Browning, each new teacher was paired up with a community member during "new" teacher orientation this fall. In this way the teachers were introduced to the community and made to feel at home. For the follow-up, community education will sponsor several parent-teacher potlucks.

In an arrangement with Dawson Community College, the community education programs in Savage, Richey and Lambert are offering courses for college credit.

In Fairview, 36 classes for adults cover such topics as beginning Norwegian, farm record keeping and income tax preparation. Teachers include the county extension agent, local business people, the school custodian, a local CPA, a lawyer, a florist from Sidney, and the district's school teachers.

—Kathleen Mollohan
Community Education Consultant

ESEA I Remedies
classroom learning

Title I of the Elementary and Secondary Education Act—first passed in 1965—established a federal program which provides funds and guidelines that the states administer and that the schools implement. It is specifically designed for students who are performing below their grade levels in reading, math or language arts.

While Title I programs vary from district to district, all programs deal with supplying help in basic skills for elementary and high school students. During the 1978-79 school year, 13,338 Montana students—approximately eight percent of the state's student population—received Title I help. Grants were usually awarded to help individual or small groups of students. Over 150 Montana school districts were involved. Most of the programs focused on reading, with math and language arts as the second and third most frequent targets.

Assistance in starting Title I programs and ideas for individualizing student instruction are provided, in part, through Title I regional workshops. This year, three workshops were planned on a regional basis for the northern, southern and western areas of the state.

Two workshops were held in October—one each in Havre and Billings. A total of 545 people participated. The western Montana workshop will be held on Nov. 27-28 at Fairmont Hot Springs near Anaconda. Over 200 people are expected to attend.

Workshops serve as a vehicle for updating administrators, clerks, teachers, aides and parents on ESEA Title I federal guidelines and successful teaching practices currently used throughout the state. They also provide opportunity for school district staff to talk with Office of Public Instruction Title I consultants.

The format is the same at each location, with a variety of presentations. Topics range from "Answers to Administrative Questions" to "Quality Control for Accurate Evaluations" to

"Books Children Want to Read."

The consultants involved in the presentations include Title I teachers, a reading coordinator, consultants from the Northwest Regional Educational Laboratory in Portland and personnel from the Office of Public Instruction Title I Division.

Judging from the response of participants at the Havre and Billings workshops, the fall presentations are successful. Evaluation comments are overwhelmingly positive, including statements such as: "This type of workshop [was] very helpful. I hope to see the same offered in the future."; "Really great to get some good, solid information."; "very informative"; "effective"; and "helpful and worthwhile, . . . also interesting."

If the enthusiasm demonstrated by the workshop participants translates into student success, Title I in Montana schools should have a very good year.



Montana Schools is published nine times yearly—in September, October, November, December, January, February, March, April and May—by the Office of Public Instruction.

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Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Copies are available free upon request, and comments are welcome. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication, questions and comments should be sent to Montana Schools, Office of Public Instruction, State Capitol, Helena, MT 59601.

CLASSIFIEDS

The Montana Daughters of the American Revolution announce the opening of the **Montana DAR Good Citizens contest**. Both boys and girls in the senior classes of accredited public and private high schools are eligible to enter.

DAR Good Citizens are selected on the basis of a questionnaire, scholastic record and recommendations on leadership, dependability, service and patriotism.

The contest is sponsored by the Office of Public Instruction, and the National Association of Secondary School principals has placed it on its Advisory List of National Contests and Activities for 1979-80.

For information write Charlotte S. Koch, Chairperson, MSDAR Good Citizens Committee, 1321 Mount Ellis Lane, Bozeman 59715.



The Montana Department of Community Affairs has just received maps of four more counties prepared through the **Statewide Cooperative Land Use Mapping Program**. These latest maps depict Broadwater, Missoula, Pondera and Powell counties. The full-color maps show ten different categories of land use. Maps of Cascade, Hill, Lewis & Clark, Mineral, Silver Bow and Teton counties have been published.

Copies of the maps may be obtained from the County Commission or Planning Board and the County Office of the U.S. Soil Conservation Service in the respective counties. Copies may also be ordered from the Montana Department of Community Affairs Community Development Division, Capitol Station, Helena 59601, for mailing costs. Mailing costs are \$1 for the first map and 25 cents for each additional map.



The Office of Public Instruction is in the process of conducting a **survey of railroad crossings** throughout the state. Survey forms from some school districts have not been received.

The National School Transportation Association is conducting a similar survey at the national level. Phase I of the project will identify all railroad crossings in the U.S. Phase II will deal with upgrading the hazardous crossings with assistance from the railroad companies, state highway departments, etc.

Join the effort to locate and identify all railroad crossings in the state. For forms or assistance, call or write Terry Brown, Pupil Transportation Safety Consultant, Office of Public Instruction, State Capitol, Helena 59601; toll-free 1-800-332-3402.



Robert D. Beach of Beach Transportation in Missoula was among nine school bus contractors in the country to receive the **Golden Merit Award** for excellence of service, safety programs and outstanding community responsibility.

Tom Brokaw of the "Today Show" presented the awards this summer during the national convention of the National School Transportation Association in Duluth, MN. The NSTA was founded in 1964 to foster safe and dependable school transportation.



The 1979-80 **"Young American Creative Patriotic Art"** contest is now open. Artwork submitted for state and national judging must have been done during the 1979-80 school year.

The contest is sponsored by the National Ladies' Auxiliary to the Veterans of Foreign Wars, U.S.A. For rules and entry forms, write Mena M. Rothweiler, State Chairperson, VFW Auxiliary, 1215 10th Ave. N.W., Great Falls 59404.



This year's **"Ability Counts"** writing and poster contests—designed to encourage community acceptance of handicapped citizens—are getting under way.

"Speaking Out—Voices of Disabled People" is the theme of the 1980 writing contest. Any high school junior is eligible to participate. The deadline for this contest is Feb. 6, 1980.

All students in grades nine through twelve are eligible to enter the poster contest. The deadline is Jan. 15, 1980.

If you have any questions, contact Lorelee Andrew, Governor's Committee on Employment of the Handicapped, Dept. of Labor and Industry, Employment and Training Division, 35 S. Last Chance Gulch, Helena 59601 (449-5600).



With a grant from the Northwest Area Foundation, Havre and Chinook Public Schools last spring developed a **comprehensive pre-school screening project** entitled "Identifying Potential Learning Problems." The project screened 228 children ages 2½-5 years old for early identification of potential learning disorders.

The tool used in the process was the "Developmental Indicators for the Assessment of Learning" (DIAL). According to the **Journal of Learning Disabilities**, of the 44 pre-school assessment tests available nationally, the DIAL is one of five which meet the American Psychological Association guidelines for educational and psychological tests.



The Montana Board of Public Education last month began a complete **review of school accreditation standards**.

The Board has begun conducting "listening sessions" which will continue into 1980. The first session was held in Sidney on Oct. 1. The second will be held Nov. 8 in Havre, and the third on Dec. 8 in Helena. Dates have not been set for sessions in Billings and Missoula.

Let the Board know your suggestions. Forms for written suggestions are available from the Board of Public Education, 33 S. Last Chance Gulch, Helena 59601.



On Nov. 21, 1620, 41 Englishmen signed the Mayflower Compact, the first charter of a government of the people, by the people and for the people known to history. The anniversary of that signing comes up this month.

Montana's Society of Mayflower Descendants has a sheet of suggestions available to teachers for commemorating this anniversary in the classroom. Also, a family tree chart is available for students to record their ancestors. Studying genealogies is one way of inspiring student interest in history.

For materials to help celebrate Nov. 21, Compact Day, write Diana L. Gill, Box 516, Baker 59313.



School bus contractors and school districts that employ drivers—including substitute drivers—are required under Montana law to report drivers on **quarterly reports to the State Unemployment Compensation Division**.

Anyone who hires and pays drivers more than \$500 in a calendar year is required to report those employees. If the Unemployment Security Division discovers that an employer has not reported this information, the employer is subject to paying the insurance plus a penalty on past-due payments.

All school districts are now being investigated to determine if they or their bus contractors have been complying with the law.

Address legal questions to Fred Patten, State Unemployment Insurance Bureau (1-800-332-6143) or Terry Brown, Pupil Transportation Safety Consultant in the Office of Public Instruction (1-800-332-3402).



"Be with a book for a day," Nov. 15-19, is a campaign to support the White House Conference on Library and Information Services, which was held last month. For a list of school activities and more information about the White House Conference, call or write Mary Ann Schwehr, Library Media Consultant, Office of Public Instruction, Helena 59601; toll-free 1-800-332-3402.



Would you like work from your school's art classes (K-12) displayed in the Office of Public Instruction? We would love it! Would you like to see a student's special poem or artwork in **Montana Schools**? We would, on a space-available basis! Carefully package your materials and send them to **Montana Schools**, Office of Public Instruction, State Capitol, Helena 59601. All materials will be returned.

CLASSIFIEDS

Robert D. Beach of Beach Transportation in Missoula was among nine school bus contractors in the country to receive the **Golden Merit Award** for excellence of service, safety programs and outstanding community responsibility.

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Have you examined your school's copy of the **Guide to Consultant Services**? This guide lists the free services available to Montana educators from 58 specialists who represent virtually every area of career education. Consultants are available for PIR day presentations, curriculum planning and resource identification. Use them to develop ideas for ESEA Title IV and the Career Education Incentive Act proposals. Copies of the **Guide** are available from Pat Feeley, Career Education Consultant, Office of Public Instruction, toll-free 1-800-332-3402.



The Hospice of Helena will conduct a symposium entitled "Hospice: A Better Way of Caring for the Dying" on Dec. 5-7 at the Colonial Inn in Helena. As an educational program, the symposium will be directed to the general public and anyone involved in human services—including teachers. No fee will be charged unless taken for credit (\$20).

For information contact Trina Beatty, Hospice of Helena, 530 N. Ewing, Helena 59601, 443-4140. Pre-registration is necessary.



Metric leaders named

The Tri-State Metric Consortium—sponsored by the Montana Council of Teachers of Mathematics—added 29 Montana teachers to its cadre of Regional Metric Leaders. These teachers participated in summer workshops at the University of Montana and Eastern Montana College as part of the three-state \$92,000 grant from the USOE Metric Education Program. Those attending the Eastern program were all special education teachers.

Regional Metric Leaders can provide college-credit courses or metric "awareness programs" for school personnel and civic groups.

According to EMC professors William Stannard (math) and Rowena Foos (special education), "the program was a pioneering adventure, but very successful. Basically we simplified the existing curriculum . . .

"In some instances we found the prepared curriculum progressed too quickly for special education students, so some materials were eliminated and substitutes were devised for others. We developed games, graphic arts, and other tactile objects, more adaptable to special students, and modified course structure."

For more information concerning the names and locations of leaders, contact:
Dr. Richard Billstein, Mathematics Department, University of Montana, Missoula 59801, 243-2603; Dan Dolan, Project Director, Columbus High School, Columbus 59019, 322-5373; Special Education Leaders, Dr. William Stannard, Mathematics Department, Eastern Montana College, Billings 59101, 657-2230; Bob Gibson, Math/Science Consultant, Office of Public Instruction, Helena 59601, 449-2966.

calendar NOV. 1979

1	Worldwide Peace Day
5	Board of Public Education meeting - Havre
11	Veteran's Day
12-18	Children's Book Week
16	Filing deadline for Career Education Incentive Act Grants
22	Thanksgiving Day
27-28	ESEA I Regional Workshop-Fairmont
29-30	National Bowling Council Clinic - Bozeman

TO:

Toll-free educational hotline:
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Montana Schools

Volume 23, No. 3

Office of Public Instruction

Georgia Rice, Superintendent

November 1979
(USPS 091 970)

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930 E Lyndale Ave
Helena, Montana 59601

from the Superintendent

Why all the paperwork? Governmental agencies at the state, federal and local level have long held the reputation of being paper shufflers. As society becomes more complex, the amount of paperwork seems to increase. We will never do away with the paperwork, but we can strive to make it as minimal, accurate and painless as possible.

Maintaining records (paperwork) is essential. It is done to justify use of federal, state and local monies for programs and services. Records also help ensure that those monies are being used as intended. However, the Office of Public Instruction is, and has been, working to minimize paper requirements while still meeting federal and state accountability requirements.

In 1977, a Forms Management Committee was assembled to review all information-request forms. Duplicated requests were omitted, as were duplications of data requested where possible. Information gathered by one Division is being made available to other Divisions in the Office. However, staff members must not only be aware of the existence of information, but must also work together so that the information is solicited in the form and timeframe beneficial to all parties. This Committee continues operation to ensure that districts are asked only information that is vital, timely and without unnecessary duplication.

In special education, for example, it was found that many districts were maintaining more records than they needed. Some districts were maintaining as many as 42 forms to meet accountability requirements. The Office, with district assistance, developed five special education forms, to be used as guidelines by districts for collecting only necessary information, and collecting it only once.

Needs and requirements differ from program to program. The ESEA Title I program is mandated by federal law to maintain fiscal and program account-



ability records. Eligible school districts are provided monies for service to low income students. In return for these monies, the district must demonstrate that it is maintaining effort to provide the services they contracted to provide within the limits of their approved budget. Some of the paperwork for accountability requirements is maintained by the Office; much of it still must come from the districts.

Although I doubt any of us will ever see the day when someone hands us a check for improving or implementing education programs and services with no strings attached, by cutting duplication in required accountability paperwork, we can make it less of a burden for all of us.

Georgia Rice